



**THE READING COMPREHENSION OF RECOUNT TEXT OF THE  
TENTH GRADE STUDENTS OF SMA PGRI 1 PATI IN ACADEMIC  
YEAR 2017/2018 TAUGHT BY USING  
“WHAT I KNOW, WHAT I WANT TO KNOW, WHAT I LEARNED  
(KWL)” STRATEGY**

**By  
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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2018**

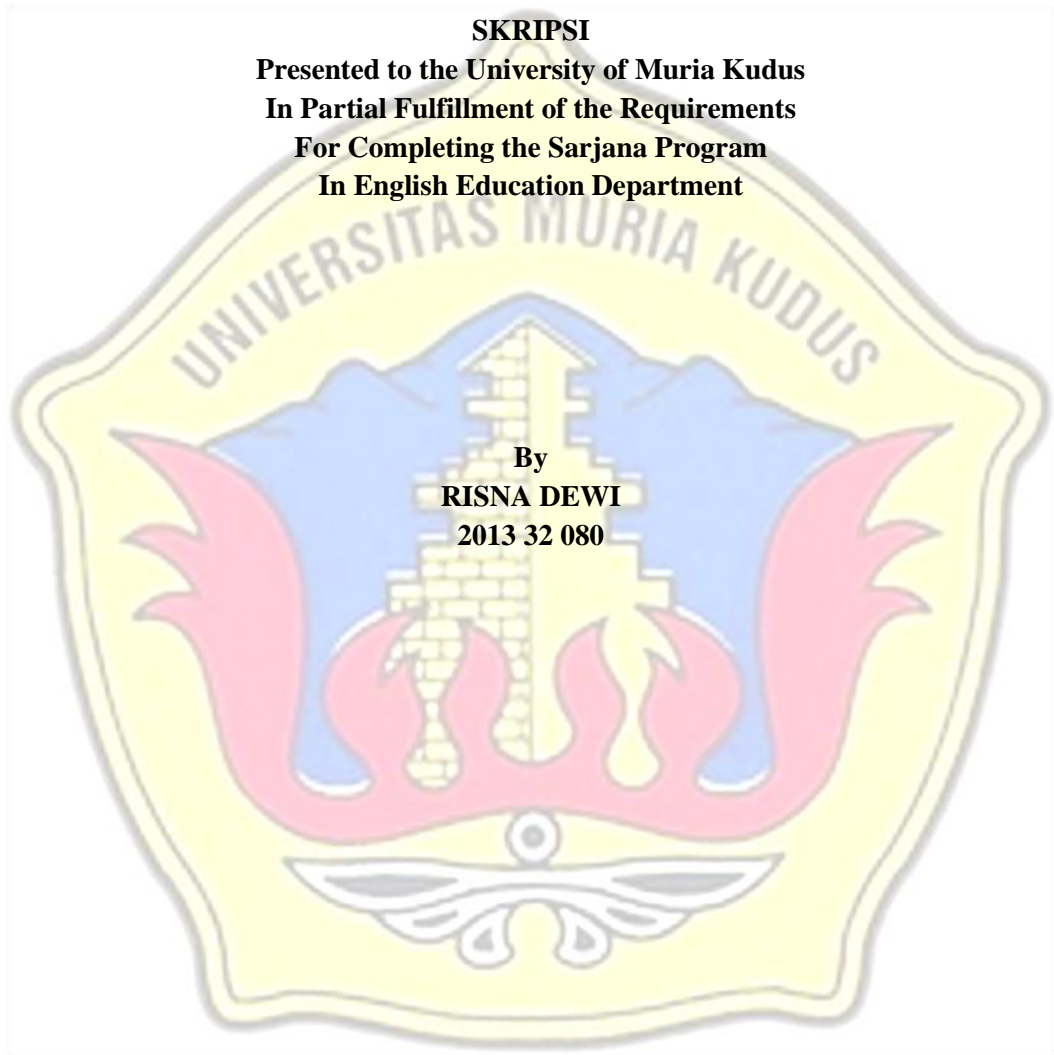


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TO KNOW, WHAT I LEARNED (KWL)” STRATEGY**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements  
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In English Education Department**

**By  
RISNA DEWI  
2013 32 080**



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MURIA KUDUS UNIVERSITY  
2018**

## **MOTTO**

- Be confident, believe that miracle can happen, because success is the right of everyone.

## **DEDICATION**

This research is dedicated to:

- The writer beloved parents.
- The writer beloved brothers.
- All her best friends.
- All of her lectures in UMK.
- Muria Kudus University.



## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Risna Dewi (201332080) has been approved by the *skripsi advisors* for further approval by the Examining Committee.

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The writer hopes this skripsi will be yseful for anyone and other people that read this skripsi to add more knowledge.

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## ABSTRACT

Dewi, Risna. 2018. *The Reading Comprehension of Recount Text of the Tenth Grade Students of SMA PGRI 1 Pati in Academic Year 2017/2018 Taught by Using “What I Know, What I Want to Know, What I Learned (KWL)” Strategy*. Skripsi. English Education Department. Teacher Training and Education Faculty, Muria Kudus University. Advisor (1) Titis Sulistyowati, S.S., M.Pd., (2) Aisyah Ririn Perwikasih Utari, S.S., M.Pd

*Key Words: Reading Comprehension, “What I Know, What I Want to Know, What I Learned (KWL)” Strategy, Recount Text.*

Reading is the way to get some information from the book or text. By reading, many people can get some information which they do not know before. Especially for the students are still low to understand the meaning of a text, to find out the ideas and to develop the students' vocabulary make them easy to know the meaning of a text. This research aims to know the effectiveness the students' reading comprehension of recount text of the tenth grade students of SMA PGRI 1 Pati in academic year 2017/2018 taught by using “What I Know, What I Want to Know, What I Learned (KWL)” Strategy. It uses three steps are *what they already know (K), what they want to know(W), and what they learned(L)*.

The statement of the problem is to find out there is a significant difference between the reading comprehension of recount text of the tenth grade students of SMA PGRI 1 Pati in academic year 2017/2018 before and after taught by using “What I Know, What I Want to Know, What I Learned (KWL)” Strategy.

The design of this research is experimental research by giving pre-test and post-test in one class. The sample is X-MIPA-1 of SMA PGRI 1 Pati that consists of 30 students. The research instrument uses a test that consists of 20 questions of multiple choice. To analyze the data is by using Mean  $\mu$  (average). Standard Deviation, and Hypothesis testing using t-test.

The result of this research proved that, the mean of pre-test was 68 and the standard deviation (SD) was 9.6. it can be classified as “**sufficient**”. While the mean of post-test was 85.5 and standard deviation (SD) is 4. It can be classified as “**exceptional**”. For hypothesis testing gets  $t$  (obtained)= 8.64 and  $t$  table= 2.045, degree of freedom (df)=29, and the level of significant ( $\alpha$ )= 0.05. The writer concludes that the null hypothesis ( $H_o$ ) is rejected and ( $H_a$ ) alternative hypothesis is confirmed, because  $t$  (obtained) falls in the critical region. And, there is a significant difference between the reading comprehension of recount text of the

tenth grade of SMA PGRI 1 Pati in academic year 2017/2018 before and after being taught by using “What I Know, What I Want to Know, What I Learned (KWL)” Strategy. So, it is a best strategy that effective to develop the students’ reading comprehension of recount text of the tenth grade students of SMA PGRI 1 Pati in academic year 2017/2018.



## ABSTRAK

Dewi, Risna. 2018. *Kepemahaman Membaca Terhadap Recount Teks pada Kelas X SMA PGRI 1 Pati Tahun Ajaran 2017/2018 Mengajar dengan Menggunakan Strategi “Apa yang Aku Ketahui, Apa yang Aku Ingin Ketahui, Apa yang Aku Pelajari (KWL)”. Skripsi*. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing (1) Titis Sulistyowati, S.S., M.Pd., (2) Aisyah Ririn Perwikasih Utari, S.S., M.Pd

Membaca merupakan cara untuk mendapatkan suatu informasi dalam buku maupun teks. Dengan membaca, semua orang dapat mendapatkan informasi yang belum pernah mereka ketahui sebelumnya. Khususnya pada siswa yang masih rendah dalam memahami makna pada sebuah teks, untuk mengemukakan gagasan pokok dan mengembangkan kosa kata siswa, membuat mereka mudah untuk mengetahui makna maupun arti dari sebuah teks tersebut. Pada penelitian ini bertujuan untuk mengetahui keefektifan pemahaman membaca siswa terhadap recount teks pada kelas X SMA PGRI 1 Pati Tahun Ajaran 2017/2018 mengajar dengan menggunakan Strategi “*Apa yang Aku Ketahui, Apa yang Aku Ingin Ketahui, Apa yang Aku Pelajari (KWL)*”. Strategi “*Apa yang Aku Ketahui, Apa yang Aku Ingin Ketahui, Apa yang Aku Pelajari (KWL)*” mempunyai tiga langkah yaitu *apa yang diketahui(K)*, *apa yang ingin diketahui(W)*, dan *apa yang dipelajari(L)*.

Rumusan masalah dalam penelitian ini adalah untuk menemukan apakah terdapat perbedaan yang signifikan antara pemahaman membaca terhadap recount teks pada kelas X SMA PGRI 1 Pati Tahun Ajaran 2017/2018 sebelum dan sesudah diajarkan dengan menggunakan Strategi “*Apa yang Aku Ketahui, Apa yang Aku Ingin Ketahui, Apa yang Aku Pelajari (KWL)*”.

Model pada penelitian ini adalah penelitian eksperimen dengan memberikan pre-test dan post-test pada satu kelas. Sampel pada penelitian ini adalah kelas X-MIPA-1 dengan jumlah siswa 30. Instrumen penelitian menggunakan test dengan jumlah soal 20 yang terdiri dari pilihan ganda. Untuk menganalisa data dengan menggunakan Mean (RataRata), Simpangan Pokok, dan Uji Hipotesis menggunakan t-test.

Hasil penelitian ini membuktikan bahwa rata-rata dari pre-test adalah 68 dan simpangan pokok 9.6. hal tersebut dapat diklasifikasikan sebagai “**baik**”. Sedangkan rata-rata dari post-test adalah 85.5 dan simpangan pokok 4. Hal tersebut dapat diklasifikasikan sebagai “**luar biasa**”. Untuk uji hipotesis memperoleh  $t$  (obtained) 8.64 pada  $t$ -table 2.045,  $df=29$  dan tingkat signifikan ( $\alpha$ )

$=0.05$ . Penulis menyimpulkan bahwa null hipotesis ( $H_0$ ) ditolak dan alternatif hipotesis ( $H_a$ ) diterima, karena  $t$  (obtained) jatuh pada *critical region*. Dan terdapat perbedaan yang signifikan antara pemahaman membaca terhadap recount teks pada kelas X SMA PGRI 1 Pati Tahun Ajaran 2017/2018 sebelum dan sesudah diajarkan dengan menggunakan Strategi “Apa yang Aku Ketahui (K), Apa yang Ingin Aku Ketahui (W), Apa yang Aku Pelajari (L). Jadi, strategi KWL adalah sebuah strategi terbaik yang efektif untuk mengembangkan pemahaman membaca siswa terhadap recount teks pada kelas X SMA PGRI 1 Pati tahun ajaran 2017/2018.

*Kata Kunci: Pemahaman Membaca, Strategi “Apa yang Aku Ketahui, Apa yang Ingin Aku Ketahui, Apa yang Aku Pelajari (KWL), Recount Teks.*





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